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∴ EDITORIALS ∴

THE GRADUATE

Much has been said against the technical graduate—that he is narrow minded, lacks the sociological viewpoint and many other things. That may or may not all be true. He is admittedly far from perfect, but just at present he has the laugh on many of the others who will graduate in the month of roses and chiffon. While they are wondering where they will be able to find something to do to earn the bread and butter which Dad has been so kind as to furnish in the past, the engineering graduate is troubled, not by the question of finding a job, but by the question of which one of several alluring offers to take. The job hunts the man in the case of the engineer.

Whether it is wiser to accept the higher wages offered for immediate labor or to take a chance on learning enough to make up for the difference in immediate returns and accept a research or training school proposition is really a serious problem. Only the man who is taking the position can decide this question and the chances are that he will decide it wrong in many cases. That is to be expected, since he has had little, if any, experience in settling such questions for himself.

The job that may look so attractive now may not be at all what the erstwhile student thought that it would be before he took it. His viewpoint will probably be radically changed within a year after he gets into actual work. Perhaps this may be a good thing after all, for in the shifting around during the first few years after graduation that almost always occurs, there is a broadening effect that is invaluable in after life. It seems that it might be a very good thing if every one had to undergo this process of readjustment which would tend to develop more capable executives.

It is all a very real problem to the graduating engineer, one which we are inclined to think is taken too seriously by the majority of students. A good man is going to make good, no matter where he goes, if he really tries. The fact that he is with a large or small corporation, making money or not, will not stop him. The determination to win, personality, ability to sell one's self and a little adaptability will take any one upward.

Then there is the question of success. Just what is success anyhow? Is it making money? Is it rising to a position of power? Is it "bossing," or working for yourself? We are not an expert in personal problems, far from it; we are just a member of the student body the same as you, but here is the way we have doped it all out: First, above all things, if you have decided what you want to do, do it. If you do not know what you really want to do, take that job which you think will offer you the most opportunity to find out what you do want to do. Develop yourself. Do not expect to make very much money until you are thirty years old. You may never make enough money to spend your winters in southern France, so pick a job that you will like if you have to stay

with it for years on end without large financial returns. If you have an aching to become rich, leave engineering, as such, or forget it. We have seen people who were happy without being very wealthy. Poor people do not have as many worries as rich ones do, in our opinion, although we would risk it.

THE PROFESSOR

What if he does make you work long hours, turn in seemingly endless reports and make drawings with meticulous care? That is his job, he is only doing his duty. Perhaps if you tried to get acquainted with that professor whom you do not like, you might find that underneath he is genial and willing to be your friend. There are very few people who do not possess some admirable traits. If you will try to meet the other fellow more than half way you can easily get acquainted with him. That he is a professor does not alter the fact that he is human. We have never met a professor yet with whom we could not become acquainted, if we so desired.

It's all bunk that you can't get acquainted with your professor if you so desire. We know.

ACTIVITIES

A recent survey of all men partaking in campus activities shows that the average in grades made in class-room work does not often suffer due to activities. This sounds encouraging to engineers who have taken time for outside work. Probably the men in activities do not work as much on class room work as men who do nothing else. It would seem that activities make men better able to absorb knowledge rapidly and that their contacts outside of classroom work makes them better students. It is certain that men who do not become book-worms have more opportunities to develop personality than others. This is especially noticeable at graduation time when every man in the engineering college has opportunities to be interviewed by prospective employers from the industries. The man who has the most jobs offered is invariably the man who has spent some time in student organization work. Good grades are prerequisites to consideration for almost all types of work except sales. The ideal graduate would be one who has made high or satisfactory grades and who possesses the ability to organize and direct the activities of other men. This can only be attained by careful attention to scholastic work and to at least some participation in student affairs. It is not advisable, however, for activities to take so much of the student's time that his grades suffer unduly. Let the undergraduate therefore make classroom work his major purpose, but still not overlook the opportunities offered by reasonable participation in student activities.

